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GEOGRAPHY.

NOTWITHSTANDING all we have said, in divers times and places, on the subject of teaching Geography, we must refer to it again.

The sound educator always proposes to himself two things, as the main objects of education;—the communication of knowledge, and the development of faculty. A great deal of knowledge may be communicated, with very little exercise, growth, or strengthening of the mind; and so it is possible to exercise and strengthen the mind, while very little knowledge of a useful character is acquired. Some branches of study are more appropriate for the one purpose, and some for the other. For instance, it is a common, and, to some extent, a sound argument, in favor of geometry, or other mathematical branches which the learner will have little or no occasion *to use* in after-life, that they discipline and strengthen the mind; while, on the other hand, history, in the way it is taught and read, in forty-nine cases out of fifty, only communicates a knowledge of facts. But geography is a study, not only eminently calculated to impart information of a very valuable and even indispensable kind, but it may be so taught as powerfully to develop the intellect.

We copy a few passages, from a valuable Lecture, delivered by Mr. Wm. B. Fowle, before the American Institute of Instruction, at their late meeting in Hartford, "On the best Method of teaching Geography."

"While I was at school, geography was first introduced as a regular exercise, and, on the whole, the method of instruction was more rational than that which has since prevailed, although its result was very similar. The chief book used was an abridgment of Dr. Morse's Universal Geography; but it was *read* only, and not committed to memory. It was never explained to the pupils, and, being quite unintelligible, was, of course, very un-

interesting. The only portion that was tolerable was a description of the animals of this country ; and this was a sort of oasis in the desert, which we visited, in the course of our reading, only about once a year. The book contained one or two maps, but we were never required to examine them, and in most cases they were soon torn out, and thrown away, as the most useless things in the world. To beguile the tedious hours of idleness, which then, as now, constituted the larger part of school time, such of us as retained the maps were accustomed to play "hunt for places" on them. This was a standing game for years, and to this I am indebted for all the knowledge of geography that I brought away from school, although, whenever I was detected in this forbidden exercise, I was severely punished.

"The competent teacher may often suggest some circumstance to engage the pupil, and give him an interest in the thing to be remembered. If you wished to impress the fact that there is such a country as Italy, and its peculiar form, upon the mind of a child, you might tell him about Rome as it was and as it is ; when its material wall included but one hill, and was so low that it was overleaped in derision, or when its spiritual wall enclosed all Christendom, and aspired to include heaven ; when it subdued the world by knowledge, or enslaved it by ignorance ; when the dark oracles of the Sibyl, or the bright oracles of God, were shut up from the people ; — you might tell the child all this, but what would he know of the *geography* of Italy ? Not one tenth as much as he would if you showed him the map, called his attention to its boot-like form, and required him to draw a dozen or more outlines of it.

"Again ; if you wished to impress the geographical outline of the Spanish peninsula upon the pupil's mind, would you tell him of Ferdinand and Isabella ; of the repulse of the Saracen invaders, and the invasion of Mexico ; of the enfranchisement of Spain, and the establishment of the Inquisition ; of the slaughter of infidel Moors, and the more modern butchery of Christian hosts ? You might do all this without giving the pupil any idea of the *geography* of Spain. But, if you should show the pupil a Spanish dollar, and call his attention to the Shield, whose form is exactly that of the Peninsula ; to the Castle and the Lion, Castile and Leon, whose union freed Spain from the Saracens ; to the two Pillars, emblems of the Pillars of Hercules, Gibraltar and Ceuta ; to the motto that entwines them, "*Ne plus ultra*," "there is nothing beyond," and then explain to him this limit of ancient geography, that Spain herself overpassed ; — my word for it, you would not only give him some definite ideas of the geography of Spain, but you would give an interest, that never existed before, to Spanish dollars.

"By such means, the well-furnished teacher may enliven the details of study ; but I have always found that, where the book is what it ought to be, and the black-board and pencil

are constantly used, there is but little need of other excitement, and the name of a country becomes associated with every geographical peculiarity of it. When called on to teach a child geography, my custom is, first, to show the child a map or plan of his own town; then, to point out its connection with other towns; show how these towns form counties, and how the counties form the state. Then I should take the map of the United States, and point out Massachusetts and the neighboring States, showing how they combine to form the Union. Next, I should take the map of North America, and, pointing out the United States and its territory, I should constantly keep the eye of the pupil upon the decreasing size of Massachusetts. I speak of *maps*, because these are in every school; but the globe is far better, whenever it can be obtained. Then, on the globe or a map of the world, I show the connection between North and South America, the wide space of water between the continents, the New World on one side, and the Old World on the other. I show him the whole globe, how we live on it, and how it turns round; then I recall his attention to his native State, and when he has a distinct idea of its place on the globe, I return to his own town, or to his own State, if I have no suitable map of the town to enable me to make that the point from which our future lessons are to proceed. I then require the pupil to draw as good an outline of his town, county, or state, whichever I must begin with, on the slate, black-board, or paper, or on all of them. When he can do this decently, I let him fit the contiguous States upon it. If his book has little or nothing in it relating to his own State, he may draw the outline of every State in the Union, separately, several times, without entering into minute details; but, if he has a map of his own State, and his book can serve him as a guide, let him draw a map of good size, and mark, first, the mountains on it, telling him that these are the most important feature in a country, and generally indicate the highlands from which the rivers rise. Then let him mark the rivers, and be sure to make him understand that they run from the highlands to the sea, *downhill* always. Then proceed to the other geographical divisions of land and water, dotting the important towns, and talking about the face of the country, as if it were outstretched before you.

"Before leaving the native State of the pupil, be sure that a general idea of all its important points is obtained, so that the child can readily tell its parts, as you draw them on the board, or point them out on the outline map. Then let him take a neighboring State, and do the same by that, and so extend his knowledge to the rest, gradually travelling over the world, learning no descriptions by rote, but visiting every place often, and impressing *things*, not words, upon the mind. If the teacher, while pointing at the map, can enliven the lesson by

a pleasant anecdote, description, or picture, so much the better ; and any teacher may do this, if he faithfully prepares himself for the lesson ; but woe unto the story if it needs to be formally committed to memory !

“The first time I go over the world with a pupil, I do not hurry, and I am not too particular. The next time I require more. At first, the states and countries of the world are drawn separately, and of a small size ; next, the smaller states are grouped, and so, at each course over the world, the space included in the maps is extended.

“After a basis thus laid, the children are ready to enjoy history, voyages and travels, and all books that describe the countries with whose geography they are acquainted. It was always my custom to select a good newspaper, and read it, or suitable parts of it, to my more advanced classes. If the name of a place was mentioned, we determined its direction and distance from home ; and if the name was new to the class, they noted it upon paper, and at the next lesson were expected to tell all they had gathered relating to it. To meet such exigencies, the school was always furnished with the best Atlases and Gazetteers ;* but these often failed us, for the newspapers are always in advance of books, and we were often obliged to go into the world, and get instruction from men, who know more of the actual world than they do of books. All arrivals and departures of vessels, most advertisements, and, indeed, almost every part of the paper, besides imparting the knowledge of what was actually going on in the world, made the pupil acquainted with its geography, and afforded me countless opportunities of imparting that useful and practical knowledge, which the child will never pick out of his text books, and the want of which makes our mere book-learned pupils as unfit for business, as if what is learned at school were only to be used at school, having nothing to do with the outward world.

“In this way, I would teach geography to young children and to all beginners ; but, if they are required to learn history also, they should connect it with geography. My plan was always to read the history to the class, requiring them to look at the maps. Each pupil also drew an outline map on paper, and, as fast as places or other objects, such as rivers, mountains, &c., were named, they were marked on the map, and, if there was room, the event and its date were recorded by their side. Maps were prepared, adapted to the different epochs in the history of a country, especially if such divisions of the country as were not natural and permanent were seriously altered. In the history of England, for instance, the first map represented England

* Perhaps no more useful assistant has been offered to teachers than the **UNIVERSAL PRONOUNCING GAZETTEER** lately prepared by **THOMAS BALDWIN**, of Philadelphia, assisted by many distinguished scholars, foreign as well as native. This is one of the *Books of Reference* that should be in every School Library, and should be placed there by School Committees.

as it was when first invaded by the Romans. The second represented it as it was when the Romans left it. The next, divided under the Saxon Heptarchy; the next, after its re-union under Alfred; then in the reign of Elizabeth, and then in our own times. Sometimes, in teaching ancient history, we hung a large outline map before the class, and, marking the place of each event with both the ancient and modern name, and inserting no name unknown to history, we formed a sort of historico-geographical map, which the pupils all copied for private use.

"If it be asked, as it reasonably may, Why not begin at once with history, and let geography come in by the bye? I answer, Because history is not geography, and no history will touch upon a hundredth part of what relates to the geography of a country. Books of voyages and travels are better than history in this respect; but, as I have already hinted, a good newspaper is better than all of them. But there is another serious objection to this indirect mode of teaching geography, and it is, that the time usually spent in school forbids this course of instruction. If the meagre compends of history used in our schools be adopted as a guide, the child will know as little of geography as of history; and if the larger histories are employed, a general acquaintance with geography would require nearly the whole threescore and ten years allotted to mortals, and not merely the few years of a school life. No,—geography is as much a science as geometry, and it can be picked up by reading history no better than geometry can be picked up by reading works on astronomy. The elements must first be systematically learned, and then the cognate sciences may, and should, aid and illustrate each other.

"In teaching geography to the young, a question of some importance is, *how*, or rather *where* shall we begin? The prevalent opinion among the best teachers is, that we should begin at *home*. Some go so far as to say, we should begin at the schoolroom, fix the points of the compass, teach the direction of the roads, the boundaries of the district, the contiguous districts, the boundaries of the town, the situation of every pond, stream, hill, and other important object in it, and then proceed to the next town. This, on the whole, is the true plan, and the natural one; but you may have perceived that, in describing my course, I first gave a general idea of the world, that the child might know what and where home was; and this course had been forced upon me by the attempt to teach entirely on the *home* plan. When I marked the cardinal points on the floor of my schoolroom, the little geographers would ask, 'What does *north* mean, sir? Why is north always there? Do we live on the top or bottom of the world, sir?' &c. &c.,—questions which may very easily be answered in one lesson, which I have always found the pleasantest lesson the

child ever learns. With the exception of this one lesson, then, I would begin as near home as my means of illustration would admit. But, alas! how defective are these means! Suppose that, in obedience to the directions in a geography published in this very city,* the teacher should begin at the schoolroom. He will naturally look into the book for information as to the vicinity; but, so far from finding any at the beginning of the book, he finds not one word about Connecticut until he reaches the one hundred and ninety-fourth page, and of three hundred and fifty-two pages, but *one* is devoted to Connecticut, and nearly half of that is a picture of Yale College. Another popular geography, containing three hundred and twelve pages, and published also in Hartford, gives your State but *one page and a half*. A third geography, published in New York, and much used, gives Connecticut *three* of its two hundred and eighty-eight pages, including, however, a view of Hartford, and what would be a view of Yale College, if the trees did not conceal it. The geography perhaps most extensively used in this country, which is published in Philadelphia, out of three hundred and thirty-six pages, allows Connecticut about *two*, including a picture of a schoolhouse, and a wagon with emigrants going west; but, whether the wagon points out the object of the school, or whether both these objects are peculiar to this State, we are not informed. Finally, the geography until lately used in the schools of Boston, and, I think, published in that city, contains three hundred and thirty pages, and spares *one* to Connecticut; but then it is a *whole* page, without the drawback of a picture. The number of pages devoted to Massachusetts, in each of these books, is hardly greater than is given to Connecticut; and yet our children learn nothing of our State but the few pages I have named; and can you wonder that they know as little of Massachusetts or Connecticut as they do of Tartary or Ethiopia? I hope these details will be excused on account of the important bearing they have upon our schools. Few of our children ever go beyond the limits of our State, and no geographical knowledge can be so important to them as the knowledge of that State with which they are so intimately connected. And yet, for half a century, we have been contented to let them study every thing but this, apparently supposing that a competent knowledge of their own State is born with them, and, being an instinct, needs no cultivation.

"Some most important apparatus has been provided, of late, for the instruction of the young in the elements of geography; I refer to black-boards and outline maps. These seem to be all the teacher would require, if he were what he ought to be; but, as he is what he is, some text book must guide him, or he and his pupils will all be lost, if they wander a furlong from

* The Lecture was delivered at Hartford, Conn.

home. Black-boards may be made a substitute for outline maps, but they serve better as helpers, and it is far better to use both, and always to have a globe at hand to correct the wrong impressions which children are so apt to receive from maps, however drawn. If not familiar with the globe, they will be constantly inclined to think the surface of the earth plane as a map. Being accustomed to hold the northern part of their maps elevated, they will naturally connect the idea of *up* with north, and of *down* with south; and, perhaps, to this we may attribute, in a great measure, the mistake in regard to the course of Niagara River, to which I have before alluded, for its course is almost directly north. The presence of the globe is also necessary to prevent the mischief that arises from using maps drawn, as they must be, on various scales. The map of the world must correct this error, if no globe is at hand; but the map of the world is on a plane, and needs a globe to correct itself. Sometimes, to correct erroneous notions, I have hung maps upside down before the class. The outline map is a safe assistant, in so far as it presents only such points of geography as are always true and unchangeable, and is not apt to be crowded with the less important matters which obscure other maps. The practical teacher may accustom the child to look upon it as upon the earth's surface; he may point out the general features of the country, the elevations and depressions, and their connection with the source and course of rivers; and a few lessons of this sort, that require no book, would save the poor children and the poor rivers a deal of *up-hill* labor."

The above extracts set forth, in a clear and summary manner, the proper method of beginning and pursuing the study of geography. In addition to the valuable directions here given, we would recur again to the subject of map-drawing, and insist upon it, strenuously, *more strenuously*, MOST STRENUOUSLY, as one of the regular exercises of the schools. All that Demosthenes claimed for *action*, in delivery, *map-drawing* is, in the study of geography. If there is a black-board in the school-room, let the classes use it; *let them keep it at work*. If there is no black-board, let one be procured forthwith. In default of procuring one, let them use a slate; use paper; use the walls of the schoolroom; use the floor; use the outside of the schoolhouse. If nothing else can be used, take charcoal and draw maps on the plastering, till it is blackened, and then take chalk, and whiten the charcoal, and so alternately. Draw maps, on something, somewhere! In teaching physical geography, — mountains, rivers, the sites of cities, the boundaries of countries, continents, and so forth, — direct the child to look steadily at his map, and then to shut it up, or turn away his eyes from it, and to *think* how it looks. Let him repeat this, *until he has committed the appearance of it to memory*. Then

let him draw it. Repeat this with respect to the same map, until it is well drawn; or, at least, as well drawn as the capacity of the child, at that time, authorizes you to expect. Then go to another. Then combine the two already done, and add a third, and so on. In all cases, with advanced scholars, have reference to the scale of miles. Vary the exercises in this respect. At one time, let the pupil draw a map, and then calculate the scale of miles on which it has been drawn. At another time, let him first lay down a scale of miles, and then draw a map according to it.

The teacher may be assured that his classes will learn more in going over the geography once, in this way, than in going over it fifty or five hundred times in the old way.

It is a good plan to teach geography by topics. Take the United States, for instance; let the latitude of each State be learned; then, in a subsequent lesson or lessons, the longitude of each; then, by way of review, both latitude and longitude together; then the mountains; then the rivers; then the capitals, principal cities, and so forth.

Nothing is more common than to meet with men who do not know what places lie east or west, north or south, from each other; indeed, it is very uncommon to meet with a man who does. And how should they know these things? They have never been taught them; and it is a kind of knowledge that does not come by instinct. They have gone through the schools committing words to memory, the impression of which on the mind is but a little more permanent than is the impression of their images on the retina.

To teach the relative location of places, let the pupil take one of the parallels of latitude, as delineated on the map, and, following it round the globe, observe what places lie under it or near it. These places are east or west from each other. Follow up this plan with each parallel between the Arctic and Antarctic. To vary the exercise, let the pupil consider himself as elevated a little way above the surface of the earth, and as remaining stationary there,—stationary, as it respects the *diurnal* revolution,—while the earth revolves beneath him. Here let him take note of the places that pass under him. Whether the pupil considers himself as travelling round the globe on a parallel of latitude, or whether he considers himself as stationary, with the earth revolving beneath him, remember, in each case, that he should always face the west, for a reason too obvious to be mentioned.

When the exercise, in regard to the parallels of latitude, has been sufficiently extended, let the pupil take the meridians of longitude, and traverse the globe from north to south, or from south to north, and observe what places lie on or near the same meridian. After great familiarity with the objects thus brought into view, he may take transverse directions,—from north-

west to south-east, and from north-east to south-west, — until the whole surface of the globe becomes so familiar that he cannot be lost upon it ; but, wherever he may be set down, will know what mountains, rivers, cities, and so forth, lie nearest to him, and in what direction they are from him. Work once done in this way will never have to be done again. The great objects on the earth's surface will be as familiar as the localities of the play-ground. Indeed, the earth will be only a vast play-ground, for children, to whose imaginations wings have thus been given, will find delight in imaginary voyages and travels, over every part of it.

In particular, let all the great thoroughfares of commerce be traced out, — the customary routes in going from Boston to Detroit, to St. Louis, to New Orleans, to Archangel, to Cronstadt, to Hamburg, to Liverpool, to Havre, to Lisbon, to the ports in the Mediterranean, to India, to China, and so forth. For these purposes, as stated in the Lecture of Mr. Fowle, the newspapers suggest the best questions.

To learn the effect of the diurnal revolution of the earth, the children should be practised in computing the time of day it is in any given place, at the time of their own recitations ; or to fix upon a particular hour of the day, and tell *at what places* it is that hour. So, in winter, they should be able to tell at what places it is summer, and in summer, at what places it is winter ; in spring, at what places it is autumn, and in autumn, at what places it is spring. They should be practised also in selecting any places within the tropics, at random or at pleasure, and telling at what months the season will be the same to the inhabitants of those places, that it now is to the children themselves.

In these ways, they will soon acquire such power, that they can handle the earth as though it were only an orange.

THE Rev. Sydney Smith, having occasion to correct some errors of the press in his famous letter on Repudiation, addressed a characteristic note to the editor of the *Morning Chronicle*, saying, "Your table of *errata* is a good indication of the modes of education in England. The fault is entirely mine. I was fifteen years at school and college. I know something about the Romans and Athenians, and have read a great deal about the *præterperfect tense*, but I cannot do a sum in simple addition, or write a handwriting which any one can read."

In cases of doubtful morality, it is usual to say, Is there any harm in doing this ? This question may sometimes be best answered by asking another, Is there any harm in letting it alone ?

[For the Common School Journal.]

WHAT CONSTITUTES A GOOD SCHOOL?

No. II.

A Good School must have a *Good Teacher*. A good teacher will make up for many deficiencies and imperfections in a school, — such as the want of apparatus and the imperfection of books. But all other means and facilities united cannot supply the place of a good teacher. A good teacher to a school is what Milton said the sun was to the natural world, “both eye and soul.” There may be a convenient room, suitable books, ample apparatus, with all other desirable means and appurtenances for instruction, but if a school has not a good teacher, — a life-giving and a light-giving head to apply, direct, and control all, — you may almost as well close the doors, and write upon the walls, “Ichabod,” as attempt to do any thing; for no *glorious works* will ever be there accomplished. As an instrument of good, the school will be powerless. In Prussia, so much do they identify the prosperity of the school with the character of the teacher, that they have a saying, “*As is the Master, so is the School.*”

And what is a good teacher? Let me briefly describe *some* of the elements in such a character, physical, intellectual, and moral. Are you in search of a teacher? Look for a man devoid of all personal deformity; possessed of a sound constitution, and good health; of a sound mind; of large conscientiousness, benevolence, and firmness; fond of children, and ardently attached to the employment of school-keeping; “having rule over his own spirit;” apt to teach, having been trained for his office, and thoroughly acquainted with whatever he undertakes to teach; of good standing in the community; of manners, if not graceful and winning, yet free from all repulsiveness; and it would be well, if he were of middle age, and a *parent*. Some of these are essential; and all of them are desirable qualifications in a teacher. If you can find no person who possesses them all, secure as many as you can, and those the most important. Be satisfied with nothing short of the *essentials*. A high sense of duty, a love of order, and a thorough acquaintance with his business, and ardent attachment to it, a power of communication, a fondness for children, a fair reputation, and sound health, — with these who would dispense? They are the *sine qua non* even to a hopeful attempt at school-keeping. Yet we need not look long, or go far, to find those who take to themselves the name and the office of *teacher*, who have no fair claim to either of these requisites. *Education* is a great work; and the *educator* must be a whole man, — a first-rate specimen of humanity. He is to educate the *faculties*. And can he do it, if he neither understands *what* they are, nor *how* they are to be exercised?

Education is a serious matter, — a DEEP concern. He who would undertake to measure it, must have some length of fathom to his line. The teacher is to communicate instruction on a great variety of topics, some of them profound and intricate. How can he enrich and fertilize the minds of others, while his own is little better than an uncultivated field, or a barren waste? The educator, the schoolmaster, is to lay the foundation of the future man; — *that*, on which professional success, and thrift in every department of life, must be built. Surely it presents subjects sufficiently profound and various to task the energies of the most gifted intellect. On what principle of reason or common sense is it, that a man should think himself fit for a teacher, and that the community should sustain him in his presumption, when, by his inefficiency and want of success, he has proved himself unfit for every thing else? Why should the single qualification of poor health, or a broken-down constitution, be a passport to this profession, which causes more wear and tear of the system, more bodily exhaustion, and calls for more mental exertion and fatigue, than almost any other? And why should those who can hardly read and write their mother tongue intelligibly, be employed to teach others how to do it perfectly? It is time that such outrages on childhood should be corrected. It is not through such instrumentalities that Education is to do her perfect work.

I have said, that a good teacher should be devoid of all personal or bodily deformity. I do not regard this as *essential*; for some teachers of almost repulsive deformity have done well. Still it is desirable that children should have before them the best specimens, or, at least, fair specimens, of humanity, even in its outer envelopments. It may exert an influence in the formation of character; and nothing which has such a power should be regarded with indifference.

A teacher should have a sound constitution and firm health; otherwise he is but *part* of a *man*, and he will do but part of his work. How can an invalid adequately sustain the multifarious and arduous duties of the schoolroom? Besides, ill-health is unfavorable to the exertion of a healthful *moral influence*. He, who feels uncomfortable himself, will be very likely to make others so; and it is hardly possible that a sick man in a schoolroom should feel otherwise than uncomfortable. How preposterous, then, is it for the sickly and infirm, as they often have done, to leave other occupations, and engage in teaching, under the impression that its lighter duties will be more favorable to the recovery of their health! If health is regarded, the change should be in the other direction, — from confinement within doors to activity abroad.

Again; a teacher should be a man of good common sense; he should have a well-balanced mind; — not a mind in which are great inequalities, — some of the faculties strongly devel-

oped and active, while others are sluggish, weak, and hardly perceptible. A mind of this cast can be adapted at most only to a few of the departments of teaching, and can by no means meet the multifarious demands of a schoolroom. A teacher of such a character, while he might do exceedingly well in some branches of study to which he gives undue importance, would be strongly tempted to neglect others. He would be continually riding a hobby.

This quality implies also exemption from the freaks and eccentricities of *genius*;—by which the productiveness of a mind, otherwise vigorous and active, is greatly impaired, or entirely destroyed. With the occasional efforts of such minds, we may be amused, and even edified; but they are not the minds to which the training of children, the formation of the future men, is to be committed.

Another requisite in a teacher is, that he be a man of equable temper, that he have "*rule over his own spirit.*" If a man is uneven in his temper, fitful, and irritable, let him choose any calling, let him put himself in any position, rather than take charge of children. In the schoolroom he would be sure to find difficulty. It is not meet, therefore, that he should assume such a responsibility. If it was required of a bishop, in order to be a fit teacher of adults, that he be "*gentle, not easily provoked,*" much more should the same quality be required of a teacher of children.

A teacher needs large *Conscientiousness*. He needs it for himself. There are a thousand ways in which he may be unfaithful without the possibility of exposure; and often will he be tempted to be so, unless he is a *conscientious* man. He may find himself without honor, or riches, or friends; and the only reward of a laborious life, spent in teaching, may be his consciousness of having done his duty. He needs it for the sake of his pupils. A conscientious regard of the right is the highest motive of action. The love of truth and righteousness is the most beautiful trait in the human character. It *can* be cultivated, and it *should* be cultivated in children. They should see that it constitutes an important element in their teacher's character, and is continually developed in his life. Let them see,—let them suspect,—no injustice in his decisions or actions, either in relation to himself or in relation to his pupils. Especially in cases in which his ease, his pride of character, or his interest, is involved, should it appear that his conscientiousness preserves him from the slightest deviation from truth and right. A man cannot be said to discharge the office of teacher well, unless he cultivates a sentiment so important in the human character,—and the exercise of which is so frequently called for in the various relations of human life. And he cannot cultivate it in others, unless he possesses it himself. Let those who teach, or who purpose to teach,

remember this. Though a man possess all other qualifications, yet without conscientiousness he ought not to become a teacher. He cannot be a true and successful teacher.

A teacher should have Firmness tempered with Benevolence. He must be *reasonably firm*, — not obstinate. Firmness is essential to carrying out his plans and purposes, against obstacles and opposition from whatever source. The teacher must not expect to sail always on a smooth sea. He must expect to encounter difficulties. He will not find either parents or children ready at once to adopt all his views, and coöperate with him in all his plans. Let him not, for such a reason, be discouraged. Let him not, for such a reason, abandon his purpose and change his position; otherwise he will bring nothing to perfection. It requires time fairly to test, by experiment, any scheme. If, therefore, a teacher is constantly abandoning one plan or scheme for something different, — or attempting so to vary and modify it, as to meet the caprices or whims of either parents or children, he may secure the pleasure of novelty and change, but it is certain he will be defeated in his main purpose, — he will make no *advancement* in education; neither he nor others will be satisfied with the result of his labors. His benevolence, and his sympathy with children, will tempt him to gratify them in all things; to yield to all their wishes, and indulge them in all their preferences; but an enlightened judgment, a just perception of the right, will enable him to hold on his way in the steady pursuit of their real, lasting good.

A teacher should love his profession, and love children. However intellectual a man may be, if he does not love teaching and love the taught, he will be sure to fail. Most would pronounce it a great misjudgment, if not a desecration, for a man to go into the desk to preach, who does not feel truly and deeply interested in his work. It seems to me hardly less a desecration, for a man whose feelings and sympathies are not strongly drawn out toward children, and deeply interested in their instruction and welfare, to assume the office of teacher, and attempt to train young minds. It is very certain that he will but very imperfectly realize the purpose of a true and accomplished teacher. The mission is a holy one, and must command the entire feelings and the heart. The teacher must be able to enter spontaneously into the views, trials, and difficulties, of children; to take an interest in their sports, and to cheer and encourage them in their despondency. There is hardly any limit to the influence which an enlightened teacher of strong sympathies may exercise over children; and, on the contrary, it is wonderful how little the mightiest intellect alone can do, without the aid of the sentiments! Says an enlightened and experienced man, on this point, "One who is vexed with the noise of children, impatient of their slow-

ness, and offended at their sportiveness, should never go inside of a schoolhouse."

A teacher should also be a lover of order, — and able to maintain it. No school can be a good school without order. Where there is *confusion*, there is every evil work. Order is Heaven's first law. And it should be the first thing that a teacher attempts to secure on going into school; seeing that, without it, nothing can be done as it should be done. Order prevents difficulties, expedites business, and facilitates all things. To secure this, a teacher must have a talent for government; he must be a man having authority; his tones and his whole expression must show that he has firmness and decision; that he has a purpose to be obeyed. All this is entirely consistent with what I have said of *benevolence* and sympathy for children.

A teacher must be *apt to teach*, ready to *communicate*. A good *scholar* may be a poor *teacher*. He may acquire knowledge with facility, but communicate it with difficulty. This is perfectly consistent with philosophy; and every one knows it as a matter of fact. Many are deep thinkers who are poor talkers.

A teacher should have an unblemished reputation in the community where he labors. This will give him an influence with his pupils which he may very much need. And, moreover, the children have a right to feel the hallowing influence of such a character.

I have said that a teacher should have maturity of years, and it is desirable that he should be a parent. I spoke of qualifications *desirable*, though not absolutely *essential*. It is well to bring to this work a mind in its full strength; not only enriched by reading and study, but ripened by observation and experience. Many assume the responsibility of teaching much too early; by reason of which three parties at least are made sufferers, viz., the young teacher himself, who, entering the field unprepared, after maintaining a while the unequal conflict, is obliged to retire from it with dishonor; the pupils, who suffer from the want of a better guide; and the veteran teacher, who is in danger of being thrown out of employ by the young intruder, before he is worn out. Few sights are more interesting than young and bright countenances lighted up by eloquence which flows from the lips of hoary wisdom. Many assume the office quite too young, — while they yet are more fit to be learners than masters.

It is recorded of the elder Brutus, that he laid aside the father to act the magistrate, when he expected to put his own son to the sword. I would rather that those times and seasons which call the teacher to the performance of his severer duties, should be softened by paternal sympathy and love. It is well, at these times, for him to *remember*, that he is a parent.

GOOD MANNERS! If gracefulness, and ease, and propriety, are preferable to rudeness, then let the children have the advantage of a living example of these qualities constantly before them.

A teacher should be *trained* for his office. Strange that, while the minister, and lawyer, and physician, have (each) their schools for preparation, that profession on which all others depend, should be thought to need no such discipline; that, while the tailor or cobbler must serve three years or more to learn to make a coat or a shoe, a man should step at once into the schoolroom, and attempt to fashion men and women, so to speak, as if by intuition; as if, by a single volition, he could see all that is needed to make himself a perfect teacher. I am glad this matter begins to be better understood, and that schools for teachers are established.

A teacher should thoroughly understand what he attempts to teach. To this simple statement all assent. And yet, as a matter of fact, how many are attempting to teach that of which they are ignorant!

P.

TRUE INDEPENDENCE.—Soon after his establishment in Philadelphia, Franklin was offered a piece for publication in his newspaper. Being very busy, he begged the gentleman would leave it for consideration. The next day the author called, and asked his opinion of it. "Why, sir," replied Franklin, "I am sorry to say, I think it highly scurrilous and defamatory. But being at a loss, on account of my poverty, whether to reject it or not, I thought I would put it to this issue: At night, when my work was done, I bought a two-penny loaf, on which I supped heartily, and then, wrapping myself in my great coat, slept very soundly on the floor till morning; when another loaf and mug of water afforded a pleasant breakfast. Now, sir, since I can live very comfortably in this manner, why should I prostitute my press to personal hatred or party passion, for a more luxurious living?"

One cannot read this anecdote of our American sage, without thinking of Socrates' reply to King Archelaus, who had pressed him to give up preaching in the dirty streets of Athens, and come and live with him in his splendid courts.—"*Meal, please your majesty, is a half-penny a peck at Athens, and water I can get for nothing.*"—*Christian World.*

DEAN SWIFT says a woman may knit her stockings, but not her brow,—she may darn her hose, but not her eyes,—curl her hair, but not her lip,—and thread her needle, but not the public streets.

SCHOOL BOOKS.

DIAL OF THE SEASONS, or a Portraiture of Nature. By Thomas Fisher. Philadelphia: Carey & Hart. 1845.

AN INDUCTIVE AND PRACTICAL SYSTEM OF DOUBLE ENTRY BOOK-KEEPING, on an entirely *new* Plan; having general Rules deduced from the Definition of Debtor and Creditor, applied to the Journalizing of all Transactions; — containing Twelve Sets of Books, for imparting a general Knowledge of the Science, with numerous and varied Entries, and illustrating Single and Partnership Business, &c. &c. Designed for the Use of Private Students, Schools, and Practical Accountants. By A. F. & S. W. Crittenden, Accountants. Philadelphia: E. C. & J. Biddle. 1845.

WILEY & PUTNAM'S LIBRARY OF CHOICE READING, containing the following works, and designed for School Libraries, as well as for general reading: —

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A BRIEF EXPOSITION OF THE CONSTITUTION OF THE UNITED STATES, for the Use of Common Schools. By John S. Hart, A. M., Principal of the Philadelphia High School, and Professor of Moral, Mental, and Political Science, in the same. Philadelphia: Butler & Williams. 1845.

THE EDUCATIONAL READER; containing Selections from a Variety of standard English and American Authors, in Prose and Poetry; adapted to Family and School Reading. By S. S. Randall, Author of "Mental and Moral Culture," "Common School Digest," &c. &c. Albany: E. H. Bender. New York: Alexander V. Blake. Boston: W. J. Reynolds. 1845.

BRIDGEWATER NORMAL SCHOOL. — The next term of this school will begin on Wednesday, April 1, 1846, at which time applicants for admission will undergo an examination in Reading, Writing, Grammar, Arithmetic, and Geography.

Those who enter the school are required to do so with the intention of remaining at least three terms, which, however, need not be successive. Terms, fourteen weeks.

Each pupil must bring a certificate of intellectual ability and good moral character. Males must be at least 17, and females at least 16 years of age.

N. TILLINGHAST, *Principal*.

Bridgewater, Feb. 2, 1846.

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